

SCOPE OF WORK  
ATTACHMENT B

CONTENTS

1. General CCR&R Activities ..... 2

2. Family, Provider, Community, and Business Outreach ..... 4

    General Outreach ..... 4

    Referrals..... 4

    Family Support Outreach ..... 4

    Business and Workforce Outreach ..... 5

    Supply Building..... 5

3. Provider Continuous Quality Improvement through Technical Assistance ..... 5

4. Provider Training and Professional Development (PD) ..... 6

5. Staffing ..... 8

6. General Operational Requirements ..... 9

7. Project Lifecycle..... 10

    Grant Implementation Phase ..... 10

    End of Grant Transition Requirements and Responsibilities ..... 11

## 1. GENERAL CCR&R ACTIVITIES

- A. Ensure that all Child Care Resource and Referral (CCR&R) activities align with the mission and vision of the Office of Early Childhood and Out of School Learning (OECOSL, “the State”), the federal Administration for Children and Families (ACF) and Office of Child Care (OCC), the Child Care and Development Block Grant (CCDBG), and the Indiana Association for Child Care Resource and Referral (IACCRR).
- B. Ensure that all activities conducted by the local CCR&R are delivered according to national best practice standards, are evidence based, and meet the desired outcomes. Activities must be coordinated to support the building of a robust system of early care and education (ECE) and out-of-school time (OST) programs.
- C. Commit to an internal process of continuous quality improvement (CQI) including self assessment, measurement, review of outcomes, and implementation of identified improvements. This includes a commitment to the collection of necessary data and using the data to inform decision making.
- D. Follow all State standards and grant agreement requirements for data and information security including methods for the collection, of accurate data, reporting requirements and retention requirements. This includes protecting the confidentiality and the security of Personal Identifying information (PII).
- E. Document all activities as required in NACCRR Suite of Data Services (NDS or NACCRRAware) and the state Child Care Information System (CCIS) as required and according to the standards for data entry and integrity.
- F. Participate in Market Rate Study as requested by IACCRR.
- G. Insure and maintain all State issued equipment as required.
- H. Utilize available data to make data driven decisions and to inform families, providers, businesses, community members and partners of relevant issues in factual and meaningful ways.
- I. Conduct all Paths to QUALITY activities according to State policy, including but not limited to community, business, provider, and family outreach and awareness activities, enrollment and introduction activities, training, technical assistance, coaching activities, and recognition activities for providers.
- J. Participate in all meetings and trainings as required, including teleconference, webinar, and face- to-face meetings, including but not limited to the following.
  - 1. Local, regional and state level Paths to QUALITY meetings, conferences, trainings and workgroups;
  - 2. IACCRR Institute;
  - 3. State or regional job-duty specific meetings (such as Program Director meetings); and
  - 4. National, state, or regional trainings related to individual job duties (such as webinars hosted by the Administration of Children and Families and other national experts).
- K. Participate in all technical assistance, strategic planning, supervision, and monitoring activities with OECOSL and IACCRR as required.
- L. Monitoring may result in corrective action, and the Grantee agrees to participate in the corrective action processes with OECOSL and IACCRR as required, including but not limited to the implementation of professional development plans for staff. Failure to correct identified issues will result in progressive corrective action, up to and including grant termination.
- M. Comply with all accountability and reporting processes as required by OECOSL and/or IACCRR.
- N. Remain informed on areas that impact the ECE and OST system(s) including but not limited to any statutory changes; changes to CCDBG and the Child Care and Development Fund (CCDF) subsidy system; the latest in

- ECE and OST research and best practice findings; and local and regional initiatives impacting the ECE and OST system(s).
- O. Respond to issues impacting the ECE and OST system(s) including but not limited to increasing provider awareness of and ability to comply with statutory changes; potential opportunities to partner with public and private organizations to increase the supply and accessibility of high quality ECE and OST programs, ways to improve family and consumer awareness and the availability of information related to the full range of ECE and OST options, utilize most urgent research and best practice findings to inform and deliver continuous quality improvement of CCR&R activities.
  - P. Work to become the recognized local expert in ECE and OST system building through organizational readiness and responsiveness to community needs and events, the provision of high quality services offered by individuals with high levels of expertise, clear consistent messaging based on evidence based best practice, and willingness to collaborate with other local partners in innovative ways. Examples include but are not limited to participation in local pre-k initiatives, responsiveness to local media, participation local and state level ECE and OST leadership opportunities such as participation in local IAEYC chapters, Chamber of Commerce, and Early Learning Advisory Committee workgroups, co-location of services including the provision of referrals within local Division of Family Resources or CCDF Intake Offices, or developing satellite office space to better serve the entire Service Delivery Area (SDA).
  - Q. Leverage resources and reduce the duplication of services through communication, coordination, and collaboration with other community agencies and organizations.
  - R. Track gaps in the availability of ECE and OST resources and communicate needs to local and state partners.
  - S. Actively promote Paths to QUALITY; licensing and voluntary certification; accreditation; the IACCRR statewide consumer education hotline; IACCRR's Training Central; the Indiana Non-formal CDA Project; T.E.A.C.H. Early Childhood® INDIANA (T.E.A.C.H.); the Child and Adult Care Food Program (CACFP); and other projects, programs, and resources as required by the State and IACCRR or as beneficial to the system.
  - T. Maintain a local CCR&R website approved by the State and IACCRR that aligns with local, state, and federal priorities and promotes Paths to QUALITY; informs communities about ECE and OST; and markets local CCR&R services. Grantee must ensure that the website links to the appropriate partner agencies and tools including the IACCRR website, the OECOSL website, the Free Child Care Search ("Blue Button"), and others as required. The website must be maintained in accordance with best practice standards set by the State and IACCRR.
  - U. Develop and implement approved strategic work plans that address the following areas: continuous quality improvement of CCR&R agency; ECE and OST supply building; provider training and professional development; marketing and outreach; and CCR&R staff professional development
  - V. Build and support state and local networks through a variety of collaborative and outreach activities including the coordination of quarterly regional meetings of the local Paths to QUALITY coaches, licensing/registration consultants, and others as identified, to identify opportunities and challenges and seek to eliminate barriers and inconsistency for providers.
  - W. Provide workspace for at least one computer to be used by providers/families during office hours.

## 2. FAMILY, PROVIDER, COMMUNITY, AND BUSINESS OUTREACH

### GENERAL OUTREACH

Grantee must offer marketing and outreach that meets the following requirements:

- A. Marketing and Outreach activities must be appropriately designed to meet the needs of the target audiences and must be delivered by individuals with the appropriate expertise and experience.
- B. Marketing and Outreach activities must include, at a minimum, activities that increase the supply and capacity of high quality programs, ensure that Paths to QUALITY enrollment goals are met, and meet the needs of targeted audiences including families, the local community, providers, and business leaders. Messaging and delivery must be customized in order to be effective.
- C. Utilize approved activities and tools designed to inform families, providers, communities, and business leaders on key messages. Activities and tools include but are not limited to: increasing provider participation in Child Care Online (CCO); increasing family and community use of CCO; promoting the use of the Blue Button; and distributing other OECOSL and IACCRR approved materials.

### REFERRALS

- D. Ensure Outreach staff participates in all monitoring and evaluation activities as required.
- E. Provide consumer education and referrals to families using diverse and culturally responsive methods, including onsite and face-to-face referrals at locations throughout the community as appropriate.
- F. Provide enhanced individualized assistance in accordance with processes set by IACCRR for families seeking programs for children with special needs, including but not limited to offering specialized technical assistance to the programs ultimately selected by the family.
- G. Support the Indiana consumer education call center and comply with IACCRR policies for transferring all telephone referrals to the IACCRR statewide consumer education hotline.

### FAMILY SUPPORT OUTREACH

- H. Ensure that accurate and timely information on the importance of quality ECE and OST programs and the impact of these types of programs on positive child outcomes is available; including but not limited to, providing information on evidence based family engagement including ways to successfully support children's transitions, the availability of developmental screenings, understanding child development and information on other community based resources for families such as the child care subsidy program, local Head Start services, early intervention, home visiting and other support services designed to meet family needs. Information is available to the community, providers, and families, including low-income families, homeless families, foster families, and families with children with special needs. This includes activities that increase the selection of highly rated providers by families seeking ECE and OST programs.
- I. The above information should be available on the local CCR&R website and/or linked to the State's identified website, as well as disseminated to families and communities in other effective ways. Information available on the CCR&R website should align with the State vision, mission, and priorities and is subject to State review and approval.

- J. Receive complaints, document complaint details, and follow the complaint procedure and timelines as directed.
- K. Provide written materials and telephone support in Spanish including but not limited to an agency brochure, referral cover letters, a portion of website content, and a voicemail prompt.

#### BUSINESS AND WORKFORCE OUTREACH

- L. Implement IACCRR and OECOSL approved strategies to increase business and community awareness of the economic and workforce issues related to ECE and OST including but not limited to the return on investment of high quality programs. Outreach must be designed to increase business investment and partnerships.
- M. Promote high quality ECE as an economic development tool and remain aware of the economic forces impacting ECE and OST in the local area.

#### SUPPLY BUILDING

- N. Utilize the available provider and family data to identify areas in need of intentional supply and capacity building activities, including building the supply of highly rated providers of all types and increasing the supply of high quality infant/toddler care, care available for non-traditional hours, accessibility of pre-k eligible programs and other areas of identified need.
- O. Design and implement innovative strategic plans, in partnership with and approved by the State and IACCRR, for increasing the capacity and accessibility of high quality providers. Plans should include ways to recruit new providers, encourage providers to accept CCDF and other public funding sources such as publicly funded PreK, as well as increasing the quality of existing providers through the promotion of licensing/voluntary certification and Paths to QUALITY.
- P. Work to establish partnerships with public and private community partners, including faith-based, public and non-public school based, and community-based ECE providers, including Head Start, to increase the supply and quality of services
- Q. Complete Provider Updates with programs in accordance with IACCRR policy.

### 3. PROVIDER CONTINUOUS QUALITY IMPROVEMENT THROUGH TECHNICAL ASSISTANCE

- A. Provide technical assistance, including specialized technical assistance and Paths to QUALITY coaching, both onsite and offsite to providers across the quality continuum from pre-licensure and enrollment in Paths to QUALITY to Level 4 and accreditation. This includes supporting legally license exempt providers (LLEP) and registered ministries in activities that enable them to join and advance within Paths to QUALITY.
- B. Ensure all technical assistance (TA) staff, including coaches and specialists, participate in monitoring and evaluation activities with IACCRR as required by the State. If monitoring results in the identification of needed improvements, all staff agree to implement a plan of improvement, including individualized professional development plans as needed.
- C. Ensure inter-coach reliability with the Paths to QUALITY Program Standards. Paths to QUALITY coaching staff will participate in reliability training as required and will be supervised by a local Master Coach.

Master Coaches must be certified by IACCRR and approved by the State. Master Coaches are expected to have a caseload and supervise and mentor other coaches.

- D. Ensure all technical assistance staff members, including coaches and specialists, document TA activities as required, utilizing best practices for data collection, to ensure quality data is available for data driven decision making at the local and state level.
- E. Technical assistance/coaching will be offered/available to providers that
  - 1. Have recently completed Orientation 2;
  - 2. Are attempting to become licensed, registered or CCDF certified;
  - 3. Have become newly licensed, registered, or CCDF certified (to promote quality improvement and enrollment in Paths to QUALITY);
  - 4. Are enrolled in Paths to QUALITY;
  - 5. Are enrolled as an On My Way PreK provider;
  - 6. Provide care for school age children;
  - 7. Need assistance in caring for/teaching infants and toddlers;
  - 8. Need assistance caring for children that have experienced trauma including homeless children and children who are involved with the child welfare system;
  - 9. Need assistance caring/teaching children whose primary language is not English; and/or
  - 10. Need assistance in caring for/teaching children with special needs
- F. Ensure a monthly minimum of 40 percent onsite time for each coach and TA specialist.
- G. Coordinate quality improvement supports, including licensing and Paths to QUALITY supports, for Spanish and non-Spanish, non-English speaking providers.
- H. Achieve Paths to QUALITY enrollment and advancement goals as set by the State.
- I. Participate in approved Paths to QUALITY provider recognition activities and communicate activities to IACCRR and the State.
- J. Coordinate specialized technical assistance delivery and Paths to QUALITY coaching with outside agencies, including but not limited to IACCRR, other local CCR&Rs, other Paths to QUALITY coaches, and OECOSL licensing and nurse health consultants as required by the State.
- K. Coordinate training and technical assistance activities to implement a collaborative and blended model of technical assistance and professional development for providers.
- L. Support providers through technical assistance around evidence-based best practice for culturally diverse practices within child care programs, including on the most effective teaching methods for young English Language Learners (ELL), to promote culturally sensitive caregiving.

#### 4. PROVIDER TRAINING AND PROFESSIONAL DEVELOPMENT (PD)

- A. Participate in all train-the-trainer processes and deliver all standardized trainings as required.
- B. Ensure that all training offered meets the minimum training/trainer standards as set by the State.
- C. Ensure training and PD staff participates in monitoring and evaluation activities with IACCRR as required by the State. If the monitoring results in the identification of needed improvements, staff agree to implement a plan of improvement, including individualized professional development plans as needed.
- D. Deliver trainings to ECE and OST providers as required by state or federal statute, including orientation training, safe sleep training, child abuse and neglect detection and prevention training, health and safety

training, and others as required by federal and/or state law, utilizing multiple delivery methods and offered in a sufficient frequency across all areas of the SDA.

- E. Conduct an annual provider needs survey and environmental scan by county as required by the State and IACCRR to identify current availability and accessibility of professional development and gaps in meeting PD needs.
- F. Implement an IACCRR approved annual Professional Development (PD) work plan to meet the needs identified in the annual needs survey and environmental scan. Grantee must work in partnership with other content experts and leverage other available expertise and outside trainings. Plan must include measurable outcomes, take into consideration provider training needs and available local resources, and seek to eliminate gaps.
- G. All trainings offered must be delivered by a trainer with sufficient expertise in the topical areas covered within the training. Trainers must be able to answer follow up questions and provide best practice guidance to trainees. As the expertise level of the training increases, so must the expertise of the trainer. If a local CCR&R trainer with the necessary expertise is not available, outside trainings must be obtained. This may be done through partnerships with other agencies including but not limited to other CCR&Rs, IACCRR, OECOSL, and local, regional, state and national experts. All trainers must be pre-approved by IACCRR for the trainings they will be conducting. IACCRR will conduct random, onsite monitoring of trainings to ensure quality and consistency of delivery and content.
- H. Ensure that the annual PD plan and the scope of available trainings is targeted to multiple levels of expertise, includes sequential trainings, and maximizes the accessibility of training options by including face to face, conferences, webinars and other online training.
- I. Ensure that every county in the SDA receives adequate access to face to face trainings as required by the State and IACCRR. All cancellations of scheduled trainings must be pre-approved by IACCRR and participants must be notified at least 24 hours in advance and offered an alternative date for that training to occur no later than two weeks from the date of cancellation.
- J. Trainings must include a selection that covers at a minimum the following topical areas: promoting the social, emotional, physical, and cognitive development of children; developmental screenings and infant toddler mental health; Implementing behavior management strategies, including positive behavior and support models that promote positive social and emotional development and reduce challenging behaviors, including reducing expulsions of preschool-aged children for such behaviors; Indiana's Early Learning Guidelines; understanding the early neurological development of children; caring for children with disabilities; child assessment and curriculum; adult-child interactions; school readiness and transitions; engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development; literacy and pre-literacy; supporting positive development of infants and toddlers; supporting positive development of school-age children; culturally sensitive and responsive caregiving; using data to guide program improvement; and others as identified.
- K. Develop innovative approaches to continuous quality improvement including but not limited to the establishment and participation in Communities of Learning and the enhanced use of peer mentoring. Approaches must be pre-approved by the State and IACCRR.
- L. Coordinate trainings and technical assistance activities to implement a collaborative, blended model of technical assistance and professional development for providers.
- M. Promote Training Central as a source of online trainings as appropriate and available.
- N. Ensure that training documentation is made available to providers, and documented as required by OECOSL and IACCRR, after the successful completion of trainings offered.

- O. Ensure that all trainings align with the Indiana Professional Development Network (INPDN) Core Knowledge and Competencies.

## 5. STAFFING

- A. At a minimum, SDA staffing plan must address/include the following positions and must fulfill all the job duties required by this Scope of Work and the contract. Unless otherwise indicated, a minimum of one (1) FTE is required per position.
  - 1. Program Director
  - 2. Master Paths to QUALITY Coach— one per SDA
  - 3. Paths to QUALITY coach(es) – minimum number of FTE as listed for each SDA below
  - 4. Infant Toddler Specialist
  - 5. Inclusion Specialist
  - 6. School Age Specialist—at least .5 FTE
  - 7. Outreach Specialist(s)— at least 1.5 FTE
  - 8. Professional Development Coordinator
  - 9. Professional Development Specialist(s)
  - 10. SDAs 3, 7, 9 must include 1 FTE PreK Project Manager;

Optional staff:

- 1. Other proposed staff needed to meet the Scope of Work
- 2. Hispanic Outreach specialist

SDA	Minimum Number of Coach FTEs
1	3
3	3
4	2
5	2
6	3
7	5
8	2
9	3
11	2

- B. All staff must meet the required educational and experience qualifications and fulfill the minimum duties as listed in Attachments K and L.
- C. All job duties/functions within the scope of work/contract must be completed.



- D. For staff members that are not 100% allocated to this grant a written cost allocation methodology must be maintained. Any changes to the cost allocation must be pre-approved. Timesheets for these employees must be submitted with monthly claims.
- E. Any overtime paid to hourly staff must be preapproved before costs are incurred.
- F. State approval must be obtained prior to the hiring of new staff members.
- G. Staff must participate in new staff orientation and training as required by IACCRR.
- H. Staff must be members of a nationally recognized early childhood or OST organization or another professional organization directly related to the job duties preformed.
- I. Develop and implement annual professional development plans for each CCR&R staff member. Plans must be approved by IACCRR and must include a minimum of 12 hours of training and/or continuing education directly related to the individual's job requirements.

## 6. GENERAL OPERATIONAL REQUIREMENTS

- A. Ensure that business operations personnel are accessible to program stakeholders Monday through Friday from 8 a.m. to 4:30 p.m., Eastern Time, excluding State holidays.
- B. Provide a 1-800 number for your CCR&R agency that includes a "Looking for Child Care?" prompt that will direct callers to the statewide consumer education hotline.
- C. Provide work space for at least one computer to be used by providers and/or families during office hours.
- D. Conduct and maintain a record of national fingerprint background checks for all CCDF funded CCR&R employees.
- E. Submit to the State a Consent to Release Information form on all CCDF funded CCR&R staff annually, no later than October 15<sup>th</sup> of each new year, and for all potential new hires
- F. CCDF funded CCR&R personnel are subject to approval by the state; the Grantee may not make any permanent or temporary changes to these positions, including to job descriptions, core responsibilities, cost allocation percentages, or salaries, without the State's prior written approval. Résumés for replacement personnel shall be submitted for State review and approval prior to Grantee making a job offer and no later than fifteen (15) business days from notification of a resignation or request for removal or within a time frame agreed upon by the State.
- G. All CCDF funded CCR&R staff must complete the State of Indiana ethics training as required.
- H. Develop and implement a plan for the physical security of the CCR&R operating facility, including storage facilities. The grantee must submit the plan for State review and approval within twenty (20) business days of contract signature. Security procedures must limit access to these facilities. The State reserves the right to perform physical security checks of the grantee's facilities at its discretion.
- I. Follow all State and IACCRR policies and contractual requirements for data and information security, collection, accuracy, reporting, and retention, including practices that protect the inappropriate disclosure of Personal Identifiable Information (PII). This includes IT, equipment, and document security standards.
- J. Immediately report all breaches of information security as required by the State.
- K. Insure and maintain all State issued equipment according to State policy, including inventory and security standards.
- L. Maintain adequate accounting practices to ensure appropriate utilization of grant funds including an independent audit which meets federal guidelines.
- M. Annually submit external audit reports to the State.

- N. Participate in a minimum of one on-site fiscal monitoring visit conducted by the State annually and other fiscal reviews and audits as required.
- O. Obtain approval for proposed expenditures as required by the State prior to incurring the cost, including approval.
- P. Report ECE and OST providers suspected to be operating illegally to the State.

## 7. PROJECT LIFECYCLE

### GRANT IMPLEMENTATION PHASE

#### A. Implementation Phase Schedule

The grant implementation phase must begin following grant award announcement. The approximate start date for the implementation phase is May 15. This phase must be completed no later than September 30, 2014. The operational start date of **October 1, 2015** is a key date. Proposals must clearly indicate how respondent will ensure operational preparedness no later than this date.

The State will actively monitor transition activities during this phase of the grant. Monitoring activities will focus on progress made against the Grantee's implementation work plan, quality of deliverables submitted, and assessment of the Grantee's readiness to begin operations.

#### B. Grantee Responsibilities

The Grantee is responsible for the timely and successful completion of each implementation phase task. In addition, the Grantee is responsible for clearly specifying and requesting information needed from the State in a manner that does not delay the schedule or work to be performed. General requirements for Grantee reporting and for obtaining State approvals include the following:

1. Develop an approved work plan that outlines all tasks related to successful project implementation
2. Report progress against the Grantee's approved work plan for each task through weekly written status reports and at weekly status meetings with the State;
3. Update the project work plan on a weekly basis;
4. Deliver written status reports and updated work plans/schedules, including any changes in dates, by 9:00 am, Eastern Time, one (1) work day before the status meeting;
5. Submit for review and approval the proposed format, content, and distribution plan for each deliverable a minimum of ten (10) business days prior to deliverable due date;
6. Submit deliverables on the schedule agreed to in the approved work plan;
7. Obtain written approval from the State on each deliverable submitted for review; and,
8. Revise deliverables, if requested, using State review findings to meet content and format requirements.

### **C. Implementation Phase Scope of Work**

The implementation phase includes the following tasks:

- Grant Planning and Start Up
- Operations Preparedness including staff hiring, training, and understanding of grant requirements
- Finalizing a communications plan with the State
- Assessment and Demonstration of Operations Readiness

Grantees are responsible for the following implementation activities:

1. System Connectivity and Testing  
The Grantee shall be responsible for all costs associated with providing and testing connectivity from their locations to CCIS.
2. Operational Preparedness  
The Grantee shall be responsible for all costs associated with ensuring that it is able to take over the requirements of the contract executed as a result of this RFF without disruption to the State, providers, or stakeholders.
3. Assessment and Demonstration of Operational Readiness  
There will be a readiness review before services begin under this contract. The State will work with the Grantee to define the structure and schedule of the operational readiness assessment. The Grantee must demonstrate that all system processes and staffed functions are ready to assume responsibilities for operations. The Grantee is responsible for demonstrating physical plant security, data security, and fire/disaster prevention and recovery procedures, among other items.
4. Changeover  
Grantee shall take all steps necessary to ensure a seamless transfer of operations to its staff no later than October 1, 2015, and work with the State to quickly resolve any issues that might arise during the transition.
5. Post Implementation Support  
Grantee shall continue to work with the State to ensure operational integrity throughout the contract term.

## **END OF GRANT TRANSITION REQUIREMENTS AND RESPONSIBILITIES**

### **D. Transition Requirements**

The State wants to ensure that (to the greatest extent possible) program stakeholders experience no adverse impact from the transfer of the RFF functions from the Grantee to either the State or to a successor Grantee. Twelve (12) months prior to the end of the base contract period, or any extension thereof, the Grantee must develop and implement a State-approved Transition Plan covering the possible turnover of operational activities to either the State or a successor Grantee. The Transition Plan must be a comprehensive document detailing the proposed schedule and activities associated with the turnover tasks outlined in the sections below.

The Plan shall describe the Grantee's approach and schedule for transfer of inventories, correspondence, documentation of outstanding issues, and operational support information. The information must be supplied on media specified by the State and according to the schedule approved by the State.

Transition task requirements and approximate time frames are provided in the sections below. The dates and data requirements in the following sections are illustrative only and do not limit or restrict the State's ability to require additional information from the Grantee or modify the transition schedule as necessary.

#### **E. Transition Responsibilities**

Nine (9) months prior to the end of the base grant period, or any extension thereof, the Grantee must transfer the following information, on a medium acceptable to the State, to the State or its agent:

- A copy of non-proprietary systems or database(s) used;
- Internal logs and balancing procedures used during the grant to ensure compliance with operational requirements; and,
- Other documentation including, but not limited to, user, provider, and operations manuals, and documentation of any interfaces developed to support business activities between Grantee and Contractors.

Six (6) months prior to the end of the grant or any extension thereof, the Grantee must begin training State staff, or its designated agent's staff, in the operations and procedures performed by Grantee staff. Such training must be completed at least two (2) months prior to the end of the contract or any extension thereof. Such training shall include, but is not limited to program procedures, data management, and business operations.

The Grantee shall appoint, with State approval, a transition manager with at least one (1) year of experience to manage and coordinate all transition activities.

Grantee shall not reduce operational staffing levels during the transition period without prior approval by the State.

Grantee shall not in any way restrict or prevent Grantee staff from accepting employment with any successor Grantee. The State will work with the incumbent and successor Grantee on the timing of any transition of incumbent staff.

Grantee shall provide to the State, or its agent, within fifteen (15) business days of request, all updated data and reference files and all other documentation and records as required by the State or its agent.

#### **F. Post-Transition Responsibilities**

Following transition of operations, the Grantee must provide the State with a Transition Results report documenting the completion and results of each step of the Transition Plan. The outline and format of the Transition Results report must be approved by the State in advance. Transition will not be considered complete until this document is received by the State.